

Note Checklist approved

18 September 1984

MEMORANDUM FOR: Curriculum Committee

FROM:

Assistant Director of Training for Curriculum

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SUBJECT: Curriculum Committee Agenda for 21 September 1984

I would like to take advantage of this special Curriculum Committee meeting to move ahead on our consideration of the new course checklist and the zero-based quarterly review. (See attachments.) Also attached, as a reminder, is our agreed course categorization. (Data on how OTE's course break-out by category will be distributed at meeting.) We should also talk about how the Committee can play a positive role in the development of future curriculum. The agenda:

1300 - 1315 Intelligence Issues for Clericals

1315 - 1430 Consideration of New Course Checklist and Zero-based Review

Discussion

1430 - 1500 Open

Attachments

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CURRICULUM-ZERO BASED REVIEW

Draft Proposal

1. Objective: a) to insure that, in an environment in which OTE has many more requirements than it can realistically expect to have resources to fulfill, our curriculum is the best fit for our customers' needs; b) to review our curriculum in a coherent and systematic way that maximizes the opportunity for making needed change with a minimum of bureaucratic nonsense.

2. Implementation:

1. Every quarter the C.C. reviews one quarter of the OTE curriculum.

2. This review could consist of:

a) Dividing all OTE courses into more or less equal quarters--cutting across Divisions.

b) Identifying in the quarter before the review, those courses that are to get a special review (SR). SR courses for one reason or another are thought by the C.C. to merit special attention as to their viability, approach, length, etc. The appropriate division chief will make a special presentation on all these courses--probably going through a C.C. new course checklist. Only a small number of courses will qualify as SRs. All other courses will be addressed at the quarterly review by the appropriate division chief.

c) The C.C. would report to the D/OTE on results of the quarterly review and recommendations for implementation.

ATTACHMENT II

Orientation:

Orientation courses convey to new employees the values and standards of CIA and its missions and goals. They provide an understanding of how the individual's job fits into the total CIA picture. Examples include Introduction to CIA, AOP, and Orientation for New Employees.

General Skill Courses:

Courses in which students are taught skills helpful across a range of assignments. There need not be a direct relationship between current assignment and the need for these skills. Such courses might include writing techniques, VM, or briefing skills.

Specialized Skill Courses:

Students are taught skills involving a technique or process unique to their current assignment and usually unique to CIA or the intelligence profession. Mastery of these skills are necessary for adequate performance of the student's primary job. Examples include Reports Writing, New Analyst Course, or Countering Terrorist Tactics.

Broadening:

These courses expand the student's perspective on CIA, and the international and domestic areas. Examples include the Mid-Career Course and the Advanced Intelligence Seminar.

Management:

These courses teach the skills essential for effective supervision and management of people and resources within CIA. Examples would include the Management Development Course, POCM, and Supervision of Analysis.

Substantive:

These courses provide students with an in-depth understanding of topics affecting the Agency work. Examples include the Seminar of Revolutions in Latin America, China Familiarization, the Defense Industries Course, and Defense Economics.

CURRICULUM COMMITTEE NEW COURSE CHECKLIST

1. Course

Objectives:

- Outline of course
- How fits into OTE categories, and Division or Office curriculum

2. Customer

- Who asked for it?
- What kind of needs assessment?

3. Students

- Who is course directed at?
- Grade, experience, directorate
- Kind of work (e.g. communicator, analyst, budget officer)
- accountability?

4. Course Design

- Short statement of purpose
- Course outline
- Method of instruction
- Opinion of external reviewer on methodology

5. Course Substance

- Course outline
- Opinion of external reviewer

6. Cost

- How many work years into develop and running?
- \$ (not counting OTE personal service)
- Opportunity cost, i.e. what else might be doing

7. Marketing

- Advertising, training officer network, etc. when and how?
- Post-course

8. Post-Course Review

- Evaluation plan. How will students evaluate?
Based on job evaluation? Non-student evaluation?
- Date for returning to C.C. with evaluation and recommendation re-continuance, changes, etc.